DOCUMENT RESUME

ED 120 995 95 EC 082 482

AUTHOR Richards, Mary JoAnn
TITLE Early Childhood Education at Home Project. Final Report.
INSTITUTION Regional Education Service Agency, Region 8, Martinsburg, W. Va. Curriculum Improvement Center.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE Jun 75
NOTE 103p.; For related information, see EC 082 480-481 ; Appendix G will be of marginal legibility due to quality of original

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS Diagnostic Teaching; Educational Objectives; Exceptional Child Education; *Handicapped Children; *Home Instruction; Instructional Materials; Parent Education; *Preschool Education; Program Descriptions; Program Effectiveness; *Rural Areas
IDENTIFIERS Final Reports

ABSTRACT

Detailed in the final report of the 4-year project designed to provide home preschool education for handicapped and non handicapped Appalachian children are organization arrangements, project objectives, curriculum design, dissemination methods, program findings and recommendations. Administration is explained to involve a regional board of directors as well as a regional early education advisory council. Project objectives are summarized, including specific goals and achievements for children (improved academic achievement, self concept, and social development), parents (such as increased acceptance and understanding of their child's handicap), teachers, materials (such as the identification and procurement of effective instructional materials), and the school system (including decreased retention rate in first grade). Among findings cited are acceptance by educational leaders and replication of at home preschool education programs. Among seven appendixes are sample assessment, child profile and prescription forms. (CL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120995

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EARLY CHILDHOOD EDUCATION

AT HOME PROJECT

Final Report

Regional Education Service Agency VIII

615 West King Street, Martinsburg, WV 25401

Submitted to

Department of Health, Education, and Welfare

Special Projects Program, Title III, Section 306

Elementary and Secondary Education Act

By

Mary JoAnn Richards, Director

Early Childhood Education

At Home Project

June 30, 1975

EC082482

TABLE OF CONTENTS

		Page
LIST OF TABLES		iv
Part		
I.	INTRODUCTION	1
II.	REGIONAL ORGANIZATION AND ADMINISTRATION	5
	A. Regional Board of Directors	5
	B. Regional Early Education Advisory Council	5
	C. Relationship to the Child Development Project and the Early Education Demonstration Center	7
	D. Staff	10
	E. Facilities, Materials, and Equipment	11
III.	SUMMARY OF PROJECT OBJECTIVES	12
	A. Overall Objectives	12
	B. Specific Objectives	13
	1. Children	13
	2. Parents	24
	3. Teachers	27
	4. Materials	28
	5. School System	30
IV.	CURRICULUM DESIGN	37
V.	DISSEMINATION	39
VI.	SUMMARY, FINDINGS, AND RECOMMENDATIONS	41

Page

VII. APPENDIXES 45

A. Regional Advisory Council 46

B. Educational Pacesetter Award 48

C. Special Services Referral 50

D. Parent/Caretaker and Children's Certificates 52

E. Status Report Form 55

F. Assessment, Child Profile, and Prescription Forms 58

G. Dissemination 62

LIST OF TABLES

Table		Page
I.	Frequency of Scores in Peabody I.Q. Ranges and Classifications for Group I	16
II.	Frequency of Scores in Peabody I.Q. Ranges and Classifications for Group II	16
III.	Frequency of Scores in Slosson I.Q. Ranges and Classifications for Group I	19
IV.	Frequency of Scores in Slosson I.Q. Ranges and Classifications for Group II	20
V.	Social Age versus Chronological Age for Groups I and II	23
VI.	First Grade Students	32
VII.	Performance of Entering First Grade Students in Shepherdstown Elementary School on the Metropolitan Reading Readiness Test 1969 - 1970	34
VIII.	Performance of Entering First Grade Students in Shepherdstown Elementary School on the Metropolitan Reading Readiness Test 1974 - 1975	34

I. INTRODUCTION

During the four years of funding, the overall objective of the Early Childhood Education At Home Project was . . . to evidence the effectiveness of home preschool education of handicapped and non-handicapped children in an Appalachian state.

The counties in Region VIII are located in the heart of Appalachia where local resources have been exhausted, leaving minimal services to preschool and handicapped children.

In the first three years of the project's operation, a teacher and a paraprofessional formed a team which worked on a home rotation basis. There were four teams. Two of the teams instructed handicapped children and two instructed non-handicapped children in homes of babysitters (women who care for child(ren) whose mother(s) are employed). However, during the fourth year of operation, due to limited funding, the staffing pattern changed. The two Babysitter Units and the one Hanidcapped Unit, located in a tri-county geographic cluster, were combined under one umbrella with one professional and three paraprofessionals. Additional professional in-kind support was provided by the RESA VIII (Curriculum Specialist and Staff Development Assistant).

Each paraprofessional had a geographic cluster of participants (approximately 12-15 children)

with an additional 8-10 handicapped children served by the professional. Each child was assessed according to his developmental level of functioning in language, gross and fine motor coordination, self-help skills, social-emotional, and cognitive development.

Units of materials were developed through the first three years of the project and were utilized with the children during the final year of the project. Weekly visits were made into the home to work with the child(ren) in the presence of the parent and/or caretaker on an individualized prescriptive program. Toys and developmental learning materials were left in the home along with a planned educational agenda for the parent and/or caretaker to carry out until the next weekly visit.

A church facility in each of the three geographical clusters was obtained through the United Methodist Churches located in Berkeley Springs, Shepherdstown, and Martinsburg. The facilities were made available without rental costs through community support to the project. Each facility was utilized one day per week for a two hour session for project children for group experience and socialization. Additionally, this gave an opportunity for work with babysitters, foster parents, and parents of handicapped and non-handicapped children in seminars and

workshops.

The one handicapped unit located in the Grant-Hardy county area was left intact as originally organized with one teacher and one aide who made weekly visits into the homes as described above.

An evidenced "spin off" of the involvement with the "at home" approach was that of the referral to agencies for social and health services which became essential in order to provide for the whole child. Health, mental health, welfare, and education efforts have developed into an interagency endeavor.

The effectiveness of the "at home" approach to early education was evidenced when parents were directly involved in the education of their child(ren) in his/their natural environment. Also, parental involvement in the educational process of the handicapped child(ren) changed parental and community attitudes toward limiting conditions of children.

The Early Childhood Education At Home Project influenced programs for preschool handicapped and non-handicapped children within the region, state, and nation. The following programs were replicated after the At Home Project:

1. Child Development Services - (Interagency Council for Child Development Services) (ICCDS) - Region II (RESA VIII), eight units, one per county - (Berkeley, Grant, Hampshire, Hardy,

Jefferson, Mineral, Morgan, and Pendleton).

2. Child Development Services (ICCDS) - (RESA VIII) - Huntington, West Virginia, serving a tri-county area.
3. West Virginia Head Start Programs - serving three and four year olds in center-home based programs throughout the state.
4. Frederick County, Maryland - an "at home" program based at the Rock Creek Center, Frederick, Maryland.
5. Big Gap, Virginia - an "at home" program for an educational cooperative in southwest Virginia.
6. Washington County, Maryland - Center for Handicapped Children, Hagerstown, Maryland, utilizing an "at home" program.

II. REGIONAL ORGANIZATION AND ADMINISTRATION

A. Regional Board of Directors

The Regional Education Service Agency (RESA VIII) Board of Directors met the third Thursday of each month to discuss the program of the Early Childhood Education At Home Project and other regional business. They took action as deemed necessary in regard to policy, procedures, administrative, fiscal, and program matters concerning the project.

The Project Director, JoAnn Richards, kept in constant communication with the Executive Director of RESA VIII in regard to program operation and communicated directly with the Regional Board of Directors in regard to the project's progress and planned program for its official approval.

B. Regional Early Education Advisory Council

The Regional Advisory Council was actively involved with the At Home Project from the onset. Each member at the local level gave support to the project and all members were involved at the regional level in making recommendations and suggestions which were utilized as feedback for program planning.

County level and county cluster Advisory Council meetings were held throughout the region

in April and May. These were held in Franklin, Petersburg, Moorefield, Keyser, and Martinsburg. As a result of these cluster meetings, the following memorandum was mailed to the Regional Advisory Council members which included a summary of the meetings and a summary of the three Early Education Projects in operation through RESA VIII (Appendix A).

The Regional Early Education Advisory Council list was evaluated and those who were substantially involved were asked to remain on the council and new ones were invited. Thus, the Regional Early Childhood Education Advisory Council will continue to function as established by the At Home Project and to continue efforts of the Governor's Interagency Child Development Services Project which is replicated after the "at home" approach which served as a model for the whole state of West Virginia.

Also, as a direct result of the efforts of the At Home Project and its involvement with parents, a new project, Early Childhood Parent Education Training Outreach Project, was written and funded. The Regional Advisory Council also will give council to this exemplary program.

C. Relationship to the Child Development Project and the Early Education Demonstration Center

The Project Director, JoAnn Richards, coordinated the efforts of all three early education projects operated through RESA VIII.

A brief summary is given of the cooperative Regional Early Education Projects:

1. Child Development Project

The main focus of this project was to identify learning handicaps as early as possible and to provide an individualized instructional program for young children from birth through five years of age. This project, under the auspices of the Governor's Interagency Council for Child Development Service, was funded by the State Department of Education and Title IV-A of the Social Security Act. This was the third year of operation.

a. Purposes

(1) To provide a developmental learning program to those children who have potential learning handicaps.

(2) To work with handicapped children and their parents in the home.

(3) To coordinate services of health, mental health, welfare, and education to those children who have

special needs.

(4) To provide staff development activities for teachers, aides, and child service personnel of all agencies.

b. Accomplishments

(1) Approximately 900 kindergarten children were screened for learning disabilities in three counties.

(2) Approximately 200 kindergarten children were assessed, diagnosed, and provided with an individual educational prescriptive program.

(3) Approximately 60 handicapped children through five years of age received at-home instruction.

(4) Approximately 200 teachers, college students, Head Start workers, health, mental health, welfare, and child service personnel were involved in in-service education of learning disabilities.

2. Regional Demonstration Center

The regional demonstration center was established by the Curriculum Improvement Center in 1971 to provide exemplary programs for young children. Funds were provided by the

Appalachian Regional Commission and sponsored by the Governor's Office of Federal-State Relations and the State Department of Education. This was the fourth and final year of project operation.

a. Purpose

(1) To develop a variety of innovative exemplary early education learning units.

(2) To provide preservice and inservice education for early education teachers, aides, and college students.

(3) To integrate and to coordinate the services of health, mental health, and welfare into the early education program.

(4) To inform the parents and community of the importance of quality education of young children.

b. Accomplishments

(1) Five demonstration learning units were developed for children three through five years of age. Included were a day care center, a nursery school home-center approach for three through five year olds, and exemplary programs for five year olds.

(2) Approximately 240 college students utilized the demonstration centers for observations, practicums, visitations, and student teaching experiences.

(3) Some 150 early childhood graduate students used the demonstration center.

(4) A series of early education conferences were held for kindergarten through third grade teachers, aides, principals, administrators, Head Start, and day care personnel.

(5) Some 200 early education teachers (kindergarten and first grade) within the region participated in a day at a demonstration learning unit and a seminar.

(6) An early education curriculum resource file was developed by the early childhood education teachers in the region to be utilized as a resource in the classroom in the fall of 1975.

D. Staff

The Early Childhood Education At Home Project staff included the Director, secretary, three teachers, four aides, and the in-kind support services of

RESA VIII staff and regional agencies. At the close of the project, each staff member was either employed into the Child Development Project or was hired by the local education agency. The county school superintendents indicated they were pleased with the training and orientation that the teacher and aides received through the At Home Project and they were an asset to their educational staff.

E. Facilities, Materials, and Equipment

The Curriculum Improvement Center - RESA VIII provided office space and office equipment for the Project Director, secretary, teacher, and three aides.

The Hardy County Board of Education provided office space and equipment to the Grant-Hardy Handicap Unit.

Materials were inventoried and remain under the auspices of the RESA VIII Board of Directors. Wherein feasible, all materials and equipment that could be utilized were inventoried to the Child Development Project and/or Parent Education Project for the 1975-76 project year as designated by the RESA VIII Board of Directors.

III. SUMMARY OF PROJECT OBJECTIVES

A. Overall Objective

To evidence the effectiveness of home preschool education of handicapped and non-handicapped children in an Appalachian state.

1. Accomplishments

a. The Early Childhood Education At Home Project was validated by an outside validation team in its second year of operation. It received a rating of 95 points on a 100 point scale.

b. The At Home Project was presented an Educational Pacesetter Award by the President's National Advisory Council of Supplementary Centers and Services in recognition for its contribution to experimentation, creativity, and innovation in education on June 20, 1973 (Appendix B).

c. The At Home Project was cited in Innovative Education Practices, National Advisory Council on Supplementary Centers and Services, Program of Policy Studies in Science and Technology, The George Washington University, 2130 H Street N.W., Suite 714, Washington, D.C., 20006, October, 1973.

d. The At Home Project served as a site for training groups of teachers from West Virginia Head Start and teachers of handicapped children in Maryland and Virginia.

e. The At Home Project was listed in the August '73 issue of Research in Education, the monthly abstract publication of the Educational Resource Information Center (ERIC).

f. The At Home Project was designated as a model program for consideration in the Virginia Handbook for Special Children distributed by the Virginia State Department of Education.

g. A resume of the At Home Project appeared in the Council for Exceptional Children Information Center's quarterly abstract publication, Exceptional Child Education Abstracts.

B. Specific Objectives

1. Children

a. Project children will be achieving academically at the national average.

(1) Accomplishments

(a) The Peabody Picture Vocabulary Test was administered to the

subjects in a pretest and post-test situation. A correlated t-test was used to determine the significance of the differences between the pairs of intelligence quotients, developed from the raw scores. In addition, a visual comparison of the results was performed. The results were as follows:

i) For Group I (Grant County At-Home Unit), the t factor (1.673 with seven degrees of freedom; two-tailed test at .05 level of minimal significance) was not significant.

ii) For Group II (Berkeley County At-Home Unit), the t factor (2.047 with forty-one degrees of freedom; two-tailed test at .05 level of minimal significance) was significant at the minimal level. Across the group, the intelligence factors which the test measured were significantly

higher on the posttest than on the pretest.

iii) A visual interpretation of the spread of intelligence quotients reflected a very small change in Group I scores between the two administrations (Table I).

iv) A visual analysis of the spread of intelligence quotients for Group II indicated a shift by approximately twelve percent (5/42) of the subjects to a higher classification and range (Table II). However, many increases in intelligence quotients were not reflected in this analysis because the scores did not significantly increase to qualify them for another range.

(b) The Slosson Intelligence Test was also administered to the subjects in a pretest and posttest situation. Again, the intelligence quotients, developed from the

Table I

Frequency of Scores in Peabody I.Q. Ranges and Classifications* for Group I

I.Q. Range	Pretest	Posttest	Classifications
125 and above	0	0	very rapid learners
110 - 124	0	1	rapid learners
90 - 109	1	1	average learners
75 - 89	1	1	slow learners
below 75	6	5	very slow learners
	8	8	

*Table of ranges and classifications are from the Expanded Manual for the Peabody Picture Vocabulary Test, p. 11.

Table II

Frequency of Scores in Peabody I.Q. Ranges and Classifications for Group II

I.Q. Range	Pretest	Posttest	Classifications
125 and above	1	6	very rapid learners
110 - 124	9	6	rapid learners
90 - 109	19	17	average learners
75 - 89	8	7	slow learners
below 75	5	6	very slow learners
	42	42	

raw scores, were compared via a correlated t-test and by visual analysis. The results were as follows:

i) For Group I, the t factor (-.023 with fourteen degrees of freedom; two-tailed test at .05 level of minimal significance) was not significant.

ii) For Group II, the t factor (4.775 with forty-two degrees of freedom; two-tailed test at .05 level of minimal significance) was significant at the .001 level. Therefore, the posttest intelligence quotients were significantly higher than the pretest intelligence quotients.

iii) A visual assessment of the spread of intelligence quotients for both administrators indicated a general upward shift toward the mean (normal range) for Group I

(Table III).

iv) Visually, the spread of intelligence quotients for both administrations indicated a general upward shift toward the mean and higher (Table IV) for Group II. This finding was consistent with the visual assessment made for the same group based upon the results of the Peabody Picture Vocabulary Test.

b. Project children will have positive self-concepts.

(1) Accomplishments

(a) The first two years of the project, it was established that statistical data could be collected in this area of child development. Two different tests were utilized, but each without statistical significance and without validation or reliability.

(b) No attempt was made in the last two years of the project to de-

Table III

Frequency of Scores in Slosson I.Q. Ranges and Classifications* for Group I

I.Q. Range	Pretest	Posttest	Classifications
140 and above	0	0	very superior
120 - 139	2	1	superior
110 - 119	2	1	bright
90 - 109	3	6	average
80 - 89	2	1	dull
70 - 79	0	1	borderline
50 - 69	2	1	moron
20 - 49	3	2	imbecile
0 - 19	1	2	idiot
	15	15	

*Table of ranges and classifications are from the Slosson Intelligence Test for Children and Adults manual, inside front cover.

Table IV

Frequency of Scores in Slosson I.Q. Ranges and Classifications for Group II

I.Q. Range	Pretest	Posttest	Classifications
140 and above	2	5	very superior
120 - 139	12	13	superior
110 - 119	10	10	bright
90 - 109	13	13	average
80 - 89	3	2	dull
70 - 79	1	0	borderline
50 - 69	2	0	moron
20 - 49	0	0	imbecile
0 - 19	0	0	idiot
	43	43	

termine self-concept because there is no adequate measure of self-concept for the very young child.

(c) A measure of self-concept could be indicated by the correlation to the social maturity as measured by the Vineland Social Maturity Scale.

c. Project children will have a normal social development.

(1) Accomplishments

(a) The Vineland Social Maturity Scale was administered to the subjects in a pretest and post-test situation. The total scores were compared statistically via a correlated t-test.

i) The t factor (1.689 with fourteen degrees of freedom; two-tailed test at a .05 level of minimal significance) was not significant for Group I.

ii) For Group II, the t factor (7.241 with forty-eight degrees of freedom; two-tailed

test at .05 level of minimal significance) was significant beyond the .001 level. Therefore, the differences between the scores from the two administrations for Group II were significantly positive.

(b) To determine whether the subjects attained a social maturity which was normal for their age, the total scores from the posttest administration of the Vineland Social Maturity Scale were converted to social ages via the table on page twenty-eight of the test manual. The social age of each subject was compared to his/her chronological age. In Table V the numbers of subjects whose social ages were equal to or greater than their chronological ages and whose social ages were less than their chronological ages were reported for both groups.

Table V

Social Age versus Chronological Age
for Groups I and II

	Social Ages equal to or greater than Chronological Ages	Social Ages less than Chronological Ages
Group I	5	9
Group II	37	10

i) Thirty-six percent (5/14) of the subjects in Group I achieved social ages equal to or greater than their chronological ages.

ii) In Group II seventy-nine percent (37/47) of the sample attained social ages equal to or greater than their chronological ages.

2. Parents

a. Parents of handicapped children will be able to understand and accept their child's handicaps.

(1) Accomplishments

(a) Parents were capable of understanding their child's limitations and accepted their capabilities.

(b) Parents also indicated that they wanted a continuous program for their child when they entered public schools by proper placement for their child. Placements for these children have been made in the local school systems.

b. Parents of handicapped children will be able to assist in coping with the physical, social, emotional, and intellectual aspects of their handicaps.

(1) Accomplishments

(a) Parents were involved in the total development of their handicapped child under the assistance of the teacher who provided educational activities and experiences through a prescriptive program.

(b) Parents were assisted by the project staff in obtaining professional assistance for mental health, health, and welfare services in coping with their child's handicap (Appendix C).

c. Parents and babysitters of handicapped children will be able to facilitate the child's physical, social, emotional, and intellectual development.

(1) Accomplishments

(a) The parents/caretakers of the handicapped and non-handicapped child(ren) became the facilita-

tors of the child's total development as evidenced by the evaluation of the children.

(b) The parents/caretakers were capable of organizing activities for their children beyond the prescribed plan given by the teacher.

(c) The caretaker (babysitters) were efficient organizers of programs that some were only visited one time per week in order to give them developmental materials that they used to carry out individual programs independently.

(d) One parent of a handicapped child became so competent in working with her child that she became an aide in the handicapped unit the fourth year of operation of the At Home Project.

(e) Each parent/caretaker who participated in the At Home Project was awarded a certificate of honor. Also each child re-

ceived a certificate of honor (Appendix D).

3. Teachers

a. Teachers and paraprofessionals will become competent expeditors of their child's physical, social, emotional, and intellectual development.

(1) Accomplishments

(a) The teacher and aide were involved in staff developmental activities that provided expertise in working with children concerning total development.

(b) A monthly status report was initiated in assessing the staff's needs for additional assistance in staff development activities (Appendix E).

(c) The aides were also enrolled in a Career Opportunities Program in cooperation with Shepherd College. One aide completed her undergraduate degree in early education by attending night seminars and summer sessions at Shepherd College. She

was the teacher in the combined babysitter-handicap unit the fourth year of her operation.

(d) The evaluation of the children evidenced the effectiveness of the teacher and aide who provided for the total development of the child.

4. Materials

a. Materials effective in early childhood education will be identified, procured, cataloqued, and made available to the staff.

(1) Accomplishments

(a) The Project Director and staff identified appropriate materials for early education to be utilized by the At Home Project. These materials were requisitioned, purchased, received, and inventoried according to location, item, catalog number, company, and purchase price. Inventory cards were deposited in the regional offices with the Project Director. At the end of each project year, all materials were inventoried

and conditions were recorded.

(b) As a result of the four years of operation of the Early Childhood Education At Home Project, two publications were developed by the project staff. They are described as follows:

i) Pandora's Box: Creative Play Ideas

This publication includes educational games, materials, and toys that can be made with the child from items found in the home, finger-plays, art recipes, and songs for the autoharp.

ii) At Home Instructional Units

This publication contains ten learning units developed around specific topics, each of which has activities for the development of language, gross motor, fine motor, cognitive, self-help, and social skills.

Copies of the aforementioned publication accompany this report.

5. School System

a. A system of public early childhood education will be operational throughout Region II (now RESA VIII).

(1) Accomplishments

(a) In 1972, the West Virginia Legislature made programs for five year olds mandatory supported by public funds as a part of the public school system.

(b) The West Virginia Legislature passed statutory law that all handicapped children between the ages of three and twenty-three be provided educational services. However, county school systems may utilize monies for three's and four's with the public supported programs beginning with age five.

b. The retention rate in first grade will drop below the national average.

(1) Accomplishments

(a) In 1970, the following information was collected in Region II (RESA VIII) which indicated the number of first grade students

that were retained for an additional year. This information was compared with the first grade promotion - retention rate of June, 1975. This information would be a comparison after three years of a public supported kindergarten program. The comparisons are found in Table VI.

(b) In 1970, the percentage of retention was approximately twice the national average. In a period of three years, with an instituted public supported kindergarten program, the retention rate had dropped to within the national average. This would support evidence of the effectiveness of the kindergarten program. The rate of the percentage of retention had dropped 6.1% within the three year period.

c. <u>The Metropolitan Readiness scores of first grade students in Region II (RESA VIII) will be at/on above the national average</u>.

(1) <u>Accomplishments</u>

(a) Tables VII and VIII indicate the

Table VI

First Grade Students

County	Promoted 1970	Promoted 1975	Retained 1970	Retained 1975	Percent Retained 1970	Percent Retained 1975
Berkeley	681	643	162	87	19.2	11.9
Grant	181	158	24	4	11.7	2.5
Hampshire	215	228	27	21	11.1	8.4
Hardy	149	136	43	8	22.4	5.6
Jefferson	399	468	65	79	14.0	14.4
Mineral	447	323	38	6	7.8	1.8
Morgan	127	155	32	18	20.1	10.4
Pendleton	113	104	14	19	15.4	11.0
	2,312	2,215	405	242	121.7	66.0

performance of entering first grade students in Shepherdstown Elementary School on the Metropolitan Readiness Test, 1969-1970 and 1974-1975. This was the sample school on the original study.

(b) The data in Table VIII indicates that early education made a significant impact upon the readiness level of first grade students in the Shepherdstown Elementary School. Even though this was one of the best schools in Region II (RESA VIII), due to the fact that the school was located near the only four year college in the region and served the faculty children, significant implication for the educational systems in Region II (RESA VIII) was evidenced.

d. Educational leaders in Region II (RESA VIII) will have accepted the concept of preschool education in the home.

(1) Accomplishments

(a) The acceptance of preschool educa-

Table VII

Performance of Entering First Grade Students in Shepherdstown Elementary School on the Metropolitan Reading Readiness Test 1969 - 1970

Category	(N = 76) Percent of U.S. in Category	Frequency of Sample in Category	Percent of Sample in Category
Superior (A)	7	8/76	10.0
High Normal (B)	24	15/76	19.7
Average (C)	38	22/76	28.9
Low Normal (D)	24	22/76	28.9
Low (E)	7	9/76	12.0

Table VIII

Performance of Entering First Grade Students in Shepherdstown Elementary School on the Metropolitan Reading Readiness Test 1974 - 1975

Category	(N = 62) Percent of U.S. in Category	Frequency of Sample in Category	Percent of Sample in Category
Superior (A)	7	15/62	24.0
High Normal (B)	24	15/62	24.0
Average (C)	38	16/62	26.0
Low Normal (D)	24	13/62	21.0
Low (E)	7	3/62	5.0

tion in the home was evidenced through state legislation which indicated that kindergarten programs be flexible enough to include center-based programs or home-based programs. In some counties within RESA VIII, the vast transportation costs necessitate the "at home" approach to early education for five year olds. The Early Childhood Education At Home Program served as a model for replication within the region.

e. Many babysitter/day care homes will have become organized preschool learning centers.

(1) Accomplishments

(a) The babysitters who participated in the At Home Project served as day care homes and they became preschool learning centers as a result of the At Home Project training.

(b) The Regional Area Welfare Offices utilized the At Home Project as a model for staff development activities for training in-home

day care providers. Materials, methods, and resources were replicated as a model utilized by the Welfare Department's Training Program.

IV. CURRICULUM DESIGN

The Curriculum Design was based upon the total development of the child which included both the handicapped and non-handicapped child. Each child was assessed on his developmental level of functioning. A planned educational program was formulated based upon the child's language, gross motor, fine motor, cognitive, self-help, and social development.

After the informal and formal assessment was made of the child utilizing observation, the Slosson Intelligence Test, Peabody Picture Vocabulary Test, and the Vineland Social Maturity Scales, the profile of the child was developed. If a child was handicapped and a deficit was indicated at all levels, then a Learning Accomplishment Profile[1] (LAP) was used as an indepth diagnosis in order to initiate a planned prescriptive program for the child at a base-level of functioning.

If a child's profile indicated only one or two areas of deficit, then only those developmental areas of the LAP were administered.

---

[1]Sanford, Anne R., Learning Accomplishment Profile, Chapel Hill Training - Outreach Project, Chapel Hill, North Carolina.

Non-handicapped children were assessed according to their developmental achievement and then the Portage Program[2] was utilized for sequential activities.

The curriculum was formulated based upon each individual child according to his developmental level of functioning. A thematic approach was used through the development of the At Home Instructional Units. It was strongly believed that total development was important and that just because a child was handicapped we should not focus entirely on the limitation, but that each child should have stimulating, enriching, developmental experiences. Materials and activities that are found in Pandora's Box and the At Home Instructional Units developed by the project staff were used as a part of the curriculum (Appendix F).

---

[2]The Portage Guide to Early Education: Instructions and Checklist, Portage Project, Cooperative Educational Service Agency, No. 12, Portage, Wisconsin, 53901.

V. DISSEMINATION

The Early Childhood Education At Home Project disseminated information to more than thirty states who have indicated by letter requests for the project's description and its operation. These letters were kept on file for future referral for dissemination of publication information. Dissemination was directed through the following means:

A. Early Childhood Education At Home Brochure
This publication also received national recognition and an award certificate in 1974 (Appendix G).

B. Educational Bulletin (Curriculum Improvement Center - RESA VIII) bimonthly publication is distributed to all educators and agencies on Region VIII; specific persons at the State Department of Education, Health, Mental Health, and Welfare; and to colleges and universities within the state (Appendix G).

C. Dissemination Packet - prepared by the project staff to distribute to inquirers (Appendix G).

D. Curriculum Improvement Center - RESA VIII Annual Report.

E. State Brochure on Innovative Programs in West Virginia.

F. Local newspapers have carried articles in regard to the At Home Program (Appendix G).

G. Regional Early Education Advisory Council members have received information through meetings and mailings in regard to the program operation.

H. Shpeherd College undergraduate students have observed in the At Home Program and the project director has conducted seminars and workshops with early education students in the "at home" approach to early education.

I. The agencies of health, welfare, and mental health have requested seminars and workshops that have been presented by the project staff in regard to working with young children in the home on education activities.

J. The project staff from the Governor's Interagency Council for Child Development Services in Huntington, West Virginia made an on-site visit to gain information on the "at home" approach.

K. Project staff members from Maryland and Virginia have made on-site visitation to give information on the total operation of the program.

VI. SUMMARY, FINDINGS, AND RECOMMENDATIONS

The Early Childhood Education At Home Project evidenced the effectiveness of home prescribed education of handicapped and non-handicapped children in Region II (RESA VIII) located in an Appalachian state. The At Home Project effectiveness was evidenced through the following:

1. The regional organization and administration of the At Home Project was a positive force in planning and executing the program via the Regional Board of Directors, Project Director, Regional Advisory Council, and Staff (teachers and aides).
2. The preschool children (handicapped and non-handicapped) showed significant gains in academic achievement and attitude toward self as measured by the social development.
3. Parents of handicapped children evidenced an understanding of their child's handicap and contributed significantly to their child's social, emotional, and intellectual development.
4. Babysitters became more effective facilitators of learning in their educational care of young children as the teacher/aide worked with them weekly. These babysitters continued to function as educational day care learning centers.

5. Teachers and aides became competent expeditors of the child's total development evidenced by the evaluation of each child.
6. Materials effective in early childhood education in an "at home" approach were identified. Two publications (Pandora's Box: Creative Play Ideas and At Home Instructional Units) were developed to assist in curriculum planning and prescribed activities.
7. Public early childhood education for five year old children was initiated in 1972 by the West Virginia Legislature. The "at home" approach was an option given to counties for replication.
8. The first grade retention rates have decreased significantly as a result of a public supported kindergarten program and the influence of the Early Childhood Education At Home Project. Additionally, the Metropolitan Readiness scores of first grade students indicated a readiness to perform at a more adequate level upon entry into the first grade.
9. The educational leaders in Region II (RESA VIII) have accepted preschool education in the home evidenced via the various center-home based programs for handicapped and non-handicapped children operated throughout the region.
10. Babysitters/caretakers have become in-home day

care learning centers and operate in cooperation with the local welfare departments. Methods, techniques, and materials were replicated after the "at home" program.

11. The excellent cooperation of all agencies of education, health, mental health, and welfare was evidenced from the initial phase of the At Home Project. This interagency cooperation resulted in the coordination of efforts of an Interagency Council for the delivery of the series to preschool children.

Some of the major problems encountered were as follows:

1. The locating of participants was a major problem since this was a new approach to preschool education and no data was available through any one source. The "at home" staff worked through local agencies of health, mental health, welfare, and education in locating participants. Initially it took longer to implement the program.
2. Some parents/caretakers were not functionally literate and this created some problems in the parents becoming the facilitators of the child's learning and development. The project staff taught these parents through learning to read simple recipes and through the routine of housekeeping tasks.

3. The staffing pattern of the final year of operation was changed to one teacher and three aides. It was found that the one to one ratio of teacher to aide was the most effective mode of program operation.

The Early Childhood Education At Home Project brought about many changes in the total regional and state approach to early education for preschool handicapped and non-handicapped children. The "at home" approach is recommended as a viable model for geographic areas of the state and nation, where transportation costs are exorbitant and the vast distance between participants prohibits a center based approach.

It is further recommended that parents be involved with their child's learning and total development. The parent is the child's first teacher. Educators should support parent education programs and expand the present educational system to include community educational activities in teaching parents how to be more effective in their parenting role with the handicappend and/or non-handicapped child.

APPENDIXES

APPENDIX A

Regional Advisory Council

CURRICULUM IMPROVEMENT CENTER – RESA · VIII
615 W. KING STREET, MARTINSBURG, W.VA. 25401 304-263-8948

TO: Regional Early Education
Advisory Council Members

FROM: Mary Ellen Kirk, Staff Development and
Assistant in Early Childhood Education

DATE: July 3, 1975

The Early Childhood Education At Home Project Title III - 306 and the Early Childhood Education Demonstration Center Project have terminated as of June 30, 1975 after four years of operation. These two projects were to serve as innovative exemplary approaches to early education that could be incorporated into local program approaches for young children. Thus, we feel that they have served their intended purposes. See attachments for summary of these two projects.

The Child Development Project will continue to operate on a regional basis as will a newly funded project entitled Early Childhood Parent Education Training Outreach.

We would like to thank you for participating in the capacity as an Advisory Council member. Your recommendations and suggestions have been invaluable to the Early Education Staff.

These are the comments, recommendations, and suggestions that were voiced at the last Advisory Council meetings.

1. That counties maintain the ARC Demonstration Center.
2. That a compilation of interagency services be distributed to all teachers of all counties.
3. That an effort be made to begin a Parent Education Project.
4. That the cooperation among agencies be continued to provide services to young children.
5. That a screening device be formulated that would locate young children with developmental lags.
6. That there will be no educational services for preschool children with developmental lags when the Title III At-Home Project is terminated.
7. That through these two projects innovative and exemplary early education programs have been initiated throughout Region VIII.

Thank you for your cooperation and support that you have given to the Early Education Projects for the past four years.

Enclosure
Summary

APPENDIX B

Educational Pacesetter Award

Educational Pacesetter Award

Presented to

Early Childhood Education at Home

in recognition for contributions to experimentation, creativity, and innovation in education by the members of the President's National Advisory Council on Supplementary Centers and Services on the 20th day of June, 1973.

Arthur Ballantine
Chairman

Gerald J. Klumpke
Executive Secretary

APPENDIX C

Special Services Referral

RESA VIII
EARLY CHILDHOOD EDUCATION
AT HOME PROJECT

Special Services Referral

Child's Name _____ Age _____

Birthdate _____

Parents' Name _____

Address _____

_____

Directions to the home:

_____

_____

_____

Reason For Referral

_____

_____

_____

_____

_____

Referred by: (Teacher/Aide)

Date _____

Submit to: Mrs. Mary Ellen Kirk
615 West King Street
Martinsburg, West Virginia 25401
Phone: 263-8948

APPENDIX D

Parent/Caretaker and Children's Certificates

EARLY CHILDHOOD EDUCATION

CERTIFICATE

PRESENTED TO

_____

for his/her part in the learning experiences shared with the other children and teachers in the

EARLY CHILDHOOD EDUCATION AT HOME PROGRAM

during the year(s) _____ through _____

_____

_____

_____

_____

RESA VIII
Curriculum Improvement Center
615 West King Street
Martinsburg, WV

May, 1975

EARLY CHILDHOOD EDUCATION
CERTIFICATE OF ACHIEVEMENT

PRESENTED TO

_____

in recognition of her faithful participation in the

EARLY CHILDHOOD EDUCATION AT HOME PROGRAM

in assisting in the educational process of the child(ren) in her care during the year(s) _____ through _____

RESA VIII
Curriculum Improvement Center
615 West King Street
Martinsburg, WV

_____

Jo Anne Richards

May, 1975

APPENDIX E

Status Report Form

RESA VIII

AT HOME

STATUS REPORT FORM

Name: _____

Date: _____

1. Selection and retention of participants: _____

_____

_____

Children added:	Reason:
_____	_____
_____	_____
_____	_____
_____	_____

Children dropped:	Reason:
_____	_____
_____	_____
_____	_____

2. Cooperation of parents and babysitters: _____

_____

_____

3. Office facilities and clerical support: _____

_____

_____

4. Progress of participants: _____

_____

_____

AT HOME STATUS REPORT FORM (Cont'd)

5. Parent/babysitter meetings (individual or group)

Number held _____

Names	Subject:

6. Community awareness and support: _____

7. Outside consultants or in-service training needed: _____

8. Major problem at this time: _____

9. Comments: _____

APPENDIX F

Assessment, Child Profile, and Prescription Forms

RESA VIII
EARLY CHILDHOOD EDUCATION
AT HOME PROJECT

Assessment Form

Child's Name _____ Birthdate Month _____ Date _____ Year _____

Assessment

Denver _____ _____ _____ _____

Slosson _____

Peabody _____

Vineland _____

L.A.P.				Portage			
1.	_____	4.	_____	1.	_____	4.	_____
2.	_____	5.	_____	2.	_____	5.	_____
3.	_____	6.	_____	3.	_____	6.	_____
		7.	_____			7.	_____

Strengths:

Weaknesses:

Recommendations:

RESA VIII
EARLY CHILDHOOD EDUCATION
AT HOME PROJECT

Child Profile

Name of Child _____ **Age** _____

Background and Family Situation:

Physical Appearance:

Likes and Dislikes:

Emotional Reactions:

Socialization:

Play Activities:

Concept Formation:

Speech Development:

RESA VIII
EARLY CHILDHOOD EDUCATION
AT HOME PROJECT

Prescription Form

+
?
-

CHILD'S NAME _____ AGE _____

DATE _____

OBJECTIVES:

MATERIALS:

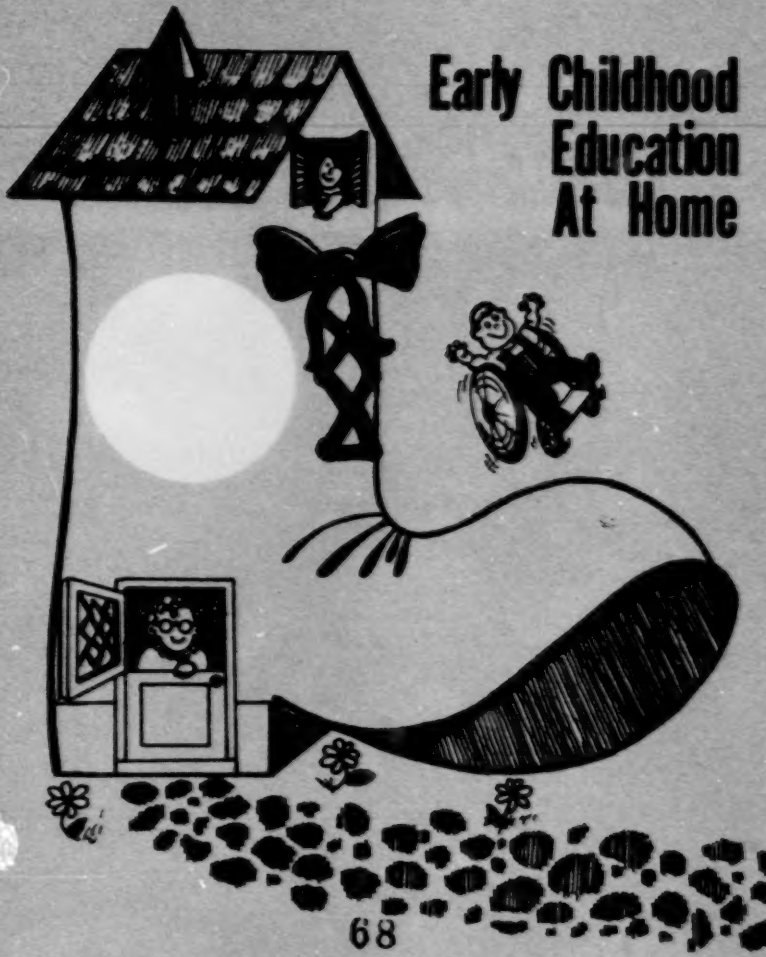
PROCEDURES:

COMMENTS:

APPENDIX G

Dissemination

Early Childhood Education At Home



Early Childhood Education
Regional Education Service Agency VIII
Curriculum Improvement Center
615 West King Street
Martinsburg, W. Va. 25401

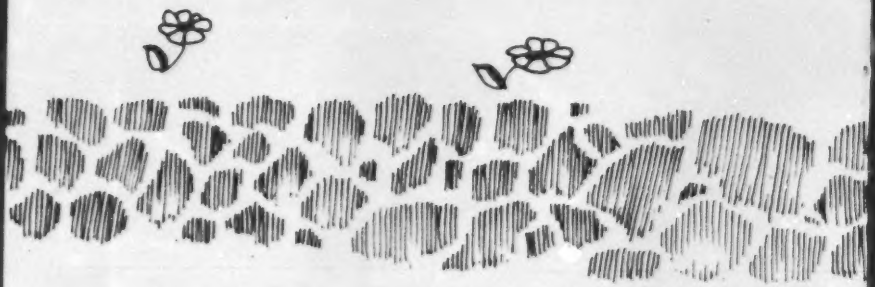
Project Director: Mrs. JoAnn Richards

Preface

The Early Childhood Education At Home Project is funded by Title III, Section 306 of the Elementary and Secondary Education Act through the U.S. Office of Education. It is designed to overcome the various economic, cultural or educational problems of children, two to eight years of age, in the eight eastern counties of West Virginia.

The project demonstrates that Early Childhood Education can be conducted in the homes of handicapped and non-handicapped children.

These At Home units train and involve parents and babysitters in the learning experiences of the children.



Major Thrusts

1. To work with parents and their handicapped children in the home

2. To work with non-handicapped children in the homes of babysitters or foster parents

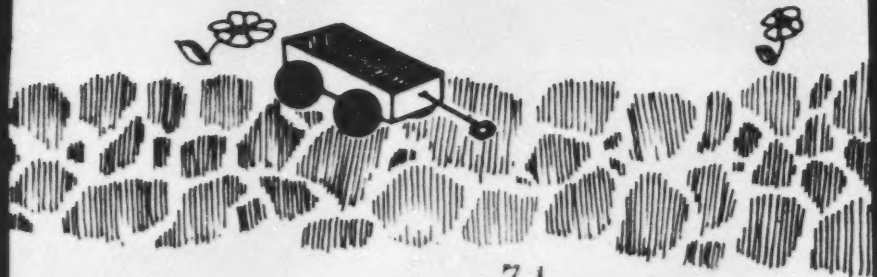
Objective

The overall objective is to evidence the effectiveness of home education of handicapped and non-handicapped children in a rural geographical area. This home-oriented approach involves parents and babysitters directly in the learning process of the child.

Referral Sources

Children in the handicapped units are referred to the project by crippled children's services of the welfare department, social workers, physicians, county health and mental health departments, public school personnel and advisory council members. Public service announcements through the local media bring some response.

Babysitters are selected with assistance from the above groups and especially parents, teachers and principals in local school communities. Initial contact is made with the parents who then encourage the babysitter to participate for the benefit of the child.



Handicapped Units

Forty-two children, ages two through eight years, are participating in the handicapped units, located in the Berkeley-Jefferson County area and the Grant-, Hampshire-, and Hardy County area. A professional and paraprofessional work in each geographical area with trainable, educable, physically handicapped and emotionally disturbed children. Parents are assisted in becoming effective participants in the child's education and therapy. An individual program is developed for each child. Meetings and training sessions are held periodically to instruct parents in techniques for working with specific children.

Babysitter Units

Two teacher-paraprofessional teams work with non-handicapped children, ages two to five, who receive care from non-certified babysitters, foster parents or in-home day care attendants. Each team works with 20 babysitters and their charges. Objectives include not only cognitive, affective and psychomotor development of the child, but also a change in the role of the babysitter from a custodial to an educational one. Seminars are conducted to help babysitters expand their knowledge of child development and to discuss methods and techniques of working with young children.

A child services specialist assists in the diagnosis of learning impairments and assumes responsibility for getting the child to the available service agencies.

reader in mind, each section starts with a short summary of that school's philosophy and also contains a segment on parent and community involvement. The design of the book is simple. Words are kept to a minimum and are combined with a lot of pictures to show how students, teachers and parents work and play in the schools.

One of the simplest of the special topic publications is "We'll Make You An Offer You Can't Refuse." This second-place winner, designed by the Dallas Independent School District, gets the message across quickly and brightly to adults in search of a high school diploma or its equivalent. The title appears on the cover superimposed over a drawing of a suspicious-looking character who has his coat collar pulled up and looks ready to make a shady deal. It's the kind of come-on a reader can't resist. He has to look inside.

Of course, the offer inside isn't shady at all: "The Out-of-School Cooperative Program, a new program in the Dallas Independent School District, will let you earn credits toward high school graduation or prepare you for the GED exam."

The publication is nothing more than a 9 by 12-inch sheet folded in thirds to form six fold-out pages. Two of the pages are the front and back of a business reply card that readers send in for more information and help.

Internal publications

A large number of districts and individual schools still treat their own staff as second-class citizens when it comes to communicating with them. This sad fact shows up in both the number and quality of entries. There were far fewer internal publications submitted than community directed publications, and the quality of internal publications often was far below that of all other publications, especially community newsletters.

When internal publications are good, however, they are very good. One of the best is "Look What We Can Do For You," published by the Information Office of the Cedar Rapids (Iowa) Community Schools. It won first place in the over-4,000-students classification.

The simple booklet is the kind of publication every school district with an information office or public relations specialist should get out to its staff. The helpful publication begins:

"If you'd like to produce a brochure, a letter, a press release — for students, parents or the public — but you don't have the time or the inclination to plan and produce it yourself, call us."

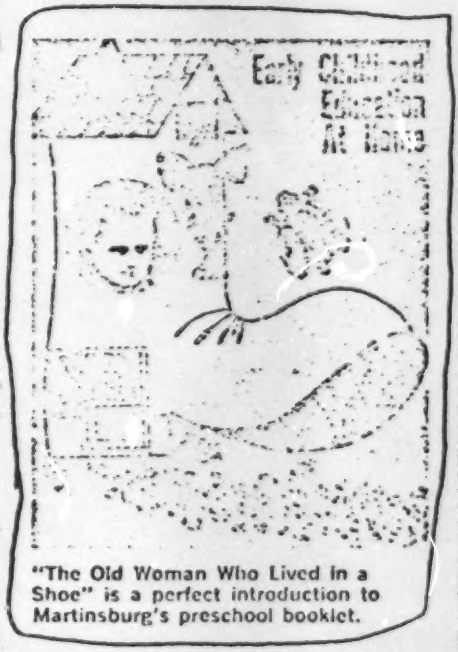
The booklet goes on to explain how the information office handles press releases, composition and printing for publications, art and photography, and bulk mailing. Staff members learn how to make communicating easier on themselves and the district's information office.

Tucson, Ariz., schools also won with an internal publication designed to help school personnel communicate better. "Communications Ideas" took second place in the over-4,000 classification. The publication is extremely readable because of the large type (18 point) used for the text. It makes its point by beginning: "Public relations has worked wonders in school districts across the country. Whole communities have gotten behind their schools, sup-

---

SPECIAL TOPIC PUBLICATIONS

Columbus uses original line drawings on the covers of its 14 special project brochures.



"The Old Woman Who Lived in a Shoe" is a perfect introduction to Martinsburg's preschool booklet.

Clever cover ensures readers will open Dallas' brochure about adult diploma courses.

Districts and publications that won 1974 award certificates

SPECIAL TOPIC PUBLICATIONS*

COVER STORY: AWARD WINNING PUBLICATIONS

Districts over 4,000

Salem, Ore., District 24J, "Education Review" (Special Edition)

Bensalem Township Schools, Cornwells Heights, Pa., "Reading Is The Key To Your Child's School Success"

Central Bucks Schools, Doylestown, Pa., "Summer Activities In The CB Schools"

Cheltenham Township Schools, Elkins Park, Pa., "A Child With A Problem Not A Problem Child"

Haverford Township Schools, Havertown, Pa., "The Parent-Teacher Conference"

Haverford Township Schools, Havertown, Pa., "'TEC,' A Two-Way Communications Program"

Haverford Township Schools, Havertown, Pa., "Welcome To A Meeting Of Your School Board"

North Penn Schools, Lansdale, Pa., "Program of Studies 1974-75"

West Shore Schools, Lemoyne, Pa., "Kindergarten"

Fox Chapel Area Schools, Pittsburgh, Pa., "Fox Chapel Area School District Communications"

Fox Chapel Area Schools, Pittsburgh, Pa., "Environmental Education"

North Allegheny Schools, Pittsburgh, Pa., "A Link To Your Future"

Darl County Schools, Darlington, S.C., "Adults Only"

Dallas, Tex., "The Learning Place"

Prince William County Schools, Manassas, Va., "Responsible Environmentalism"

Curriculum Improvement Center, Martinsburg, W. Va., "Early Childhood Education At Home"

Putnam County Board of Education, Winfield, W. Va., "Middle School Plan For Putnam County"

Madison, Wis., "The Learning Tree"

Madison, Wis., "Learning Unlimited"

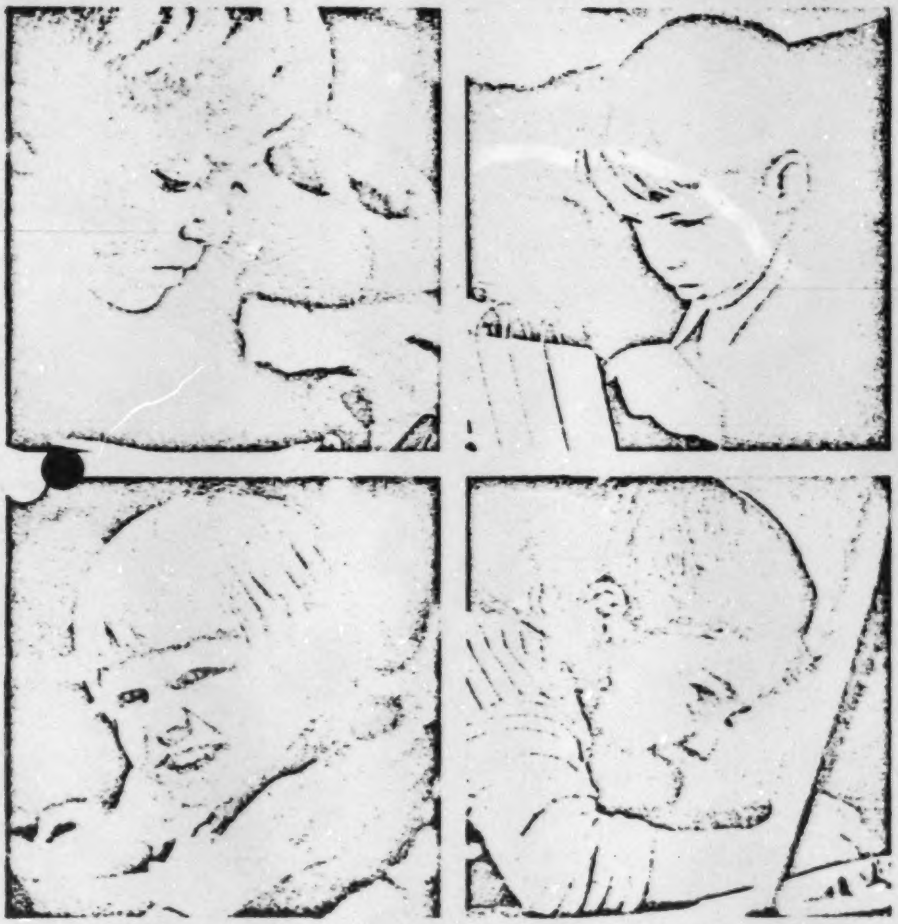
Madison, Wis., "Open Door Digest"

EDUCATION BULLETIN

CURRICULUM IMPROVEMENT CENTER
RESA VIII

Serving Region VIII Counties:
BERKELEY
GRANT
HAMPSHIRE
HARDY
JEFFERSON
MINERAL
MORGAN
PENDLETON

VOLUME VII – No. 2 | MARTINSBURG, WEST VIRGINIA 25401 | NOVEMBER, 1974



Educators Get Many Pointers At PR Meeting

"Public education is getting more and more expensive and taxpayers are demanding to know if they are getting their money's worth," Edward Kercheval, formerly director of school information for Washington County (Md.) schools, told some 60 regional educators at the public relations conference in Martinsburg recently.

"Public relations is a planned ongoing project not just one article in the

pictures on page 4

newspaper. We need a program to keep people aware that they are still getting their money's worth, especially in this time of rising costs," Kercheval emphasized in his keynote address.

The meeting, sponsored by the Curriculum Improvement Center, was designed to help educators in the region improve school-community relations within their own counties.

Dr. Donald Gallagher, associate professor of communications in the masters program in school public relations at Glassboro (N.J.) State College, served

Continued on page 4

ECE Demonstration Units in Fourth Year

Five early childhood education demonstration centers are in operation for the fourth year throughout the eight counties of region VIII.

One of the primary goals this year is to give all new teachers of five and six [illegible] olds within the region an opportunity to visit a demonstration unit [illegible] participation and observation, followed by a seminar conducted by the regional early education personnel.

Center personnel will also be assisting in organizing parent volunteers in early educaton programs.

Throughout the year the regional early education staff and demonstration center teachers will be compiling resource materials used in the centers which will be distributed to other early education teachers in the region.

The five units and instructors include Inwood, Martha Wolfensperger;

CIC DIRECTORY page 5

81

Berkeley Springs, Sue Unger; Keyser Day Care Center, Lark Growden; Dorcus, Barbara Bergdoll; and Franklin, Carolyn Ruddle.

The centers are funded by the Appalachian Regional Commission through the Governor's Office and the boards of education in Berkeley, Morgan, Mineral, Grant and Pendleton Counties.

Anyone wishing to visit a center or desirous of more information should contact JoAnn Richards, director of early education, Curriculum Improvement Center (263-8948).

Special Education News

The West Virginia Federation Chapter #1 of the Council for Exceptional Children is planning to renew its charter. All persons interested in attending an organizational meeting in the Martinsburg area are encouraged to contact either Fred Jacobs at the Pikeside Special Education Center or Gary Hollandsworth at Burke Street School, Martinsburg.

• • •

The Council for Exceptional Children has established a Political Action Network to keep the members better informed at local, state and national levels. Carol Hollandsworth, regional special education specialist, is serving as regional representative and asks assistance from special education teachers and county directors regarding CEC membership, publications, legislation and other concerns of the members.

• • •

The special education component of the career education project is scheduled for implementation this month. Schools and teachers participating include Pikeside Special Education Center with Lea Whetzel and Fred Jacobs, Jamesville Elementary with Phyllis Alfred, Old Fields Center for Exceptional Children with Barbara Will and Keyser Elementary with Sue Paulman.

Junior high demonstration centers and teachers include Romney Junior High with Richard Speary and Shepherdstown Junior High with Tim Holland and Peggy Logan.

• • •

Pendleton County special education teachers are involved extensively in developing a curriculum guide for special education at the primary and secondary levels. At the first meeting the teachers decided to work in teams devising goals to be taught in the academic and social skills.

Joe Barber is serving as chairman of the curriculum development committee and participating teachers include Holly Hubbs, Susan Williams, Becky Evans, Emilie Poplarchik, Joe Barber and Barbara Whitecomb.

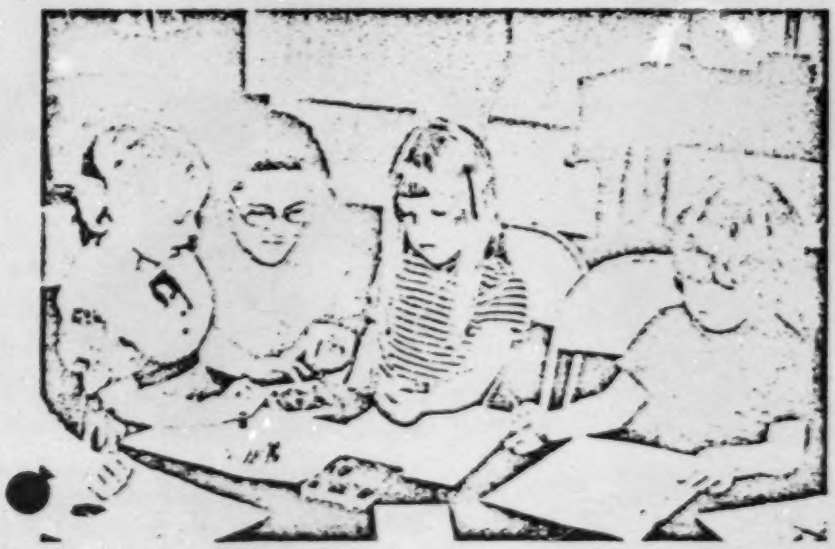
• • •

County directors recently met with the regional special education specialist to discuss concerns and needs of counties within the region.

Participants voiced the need for in-services in early recognition of learning disabilities and remediation techniques, behavioral disorders – diagnosis and remediation, screening procedures for special education classes, public relations procedures in communication between parents and teachers and how to deal with very low incidence cases for special education.

• • •

The ITPA workshop conducted during the summer with Dr. Thomas Lombardi from WVU as consultant has received a high rating from the participants (3.8 on a 4.0 scale). Does this indicate teachers in the region want to be more involved in using the ITPA? If so, contact Carol Hollandsworth at the Curriculum Improvement Center.



Kitty Hawk, a member of the at-home early education staff, works with Morgan County children during center-day activities held once each week at the United Methodist Church in Berkeley Springs.

Teachers Take Part In Special Workshop

Teachers from Grant, Hardy and Pendleton Counties recently participated in a "learning disabilities" workshop at the Petersburg Vocational-Technical Center.

Dr. Eleanor Westhead and a team from the University of Virginia conducted the meetings which included an overview of learning disabilities, causes, characteristics, identification, assessment and practical application of educational techniques, methods and material in working with the young child.

Sponsored by the Curriculum Improvement Center, the session concentrated on learning disabilities for those persons who work with children three through five years of age.

Participants included kindergarten teachers, aides, special education teachers, speech therapists, Head Start workers, school psychologists and visitors from Mineral and Hampshire Counties.

At-Home Project Changes Approach

Some 90 handicapped and non-handicapped children ages two through five years are enrolled in the At-Home project funded through the U.S. Office of Education with money from Title III Section 306 of the Elementary and Secondary Education Act.

The babysitter, handicap and in-home day units in Morgan, Berkeley and Jefferson Counties are being combined into an at-home unit with one professional and three para-professionals.

The geographical clusters remain and a church facility in each county is being used for center day activities. These locations include the United Methodist Church in Berkeley Springs, the Otterbein United Methodist Church in Martinsburg and the Leetown Baptist Church near Charles Town.

Children and their babysitters visit the centers one day each week for group and special activities. In addition, the children are visited in the home one hour each week by the teacher or aide or both.

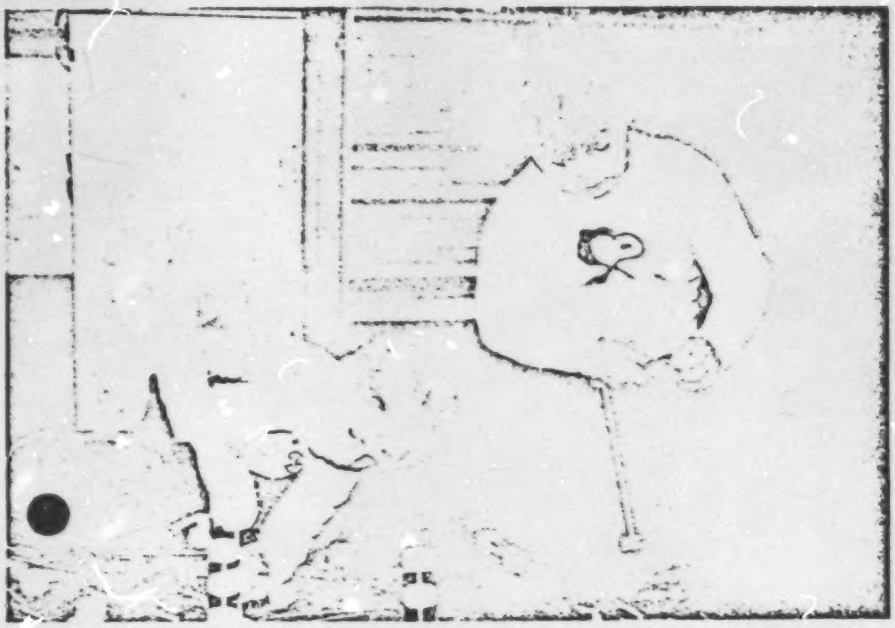
Some homes serve as satellite centers where the sitters have been trained to conduct special activities with materials and resources provided by the project personnel. Eventually these sitters will become independent.

Serving Region VIII Counties:
BERKELEY
GRANT
HAMPSHIRE
HARDY
JEFFERSON
MINERAL
MORGAN
PENDLETON

EDUCATION BULLETIN

CURRICULUM IMPROVEMENT CENTER
RESA VIII

VOLUME VII – No. 5 | MARTINSBURG, WEST VIRGINIA 25401 | MAY, 1975



Kindergarten is a fun place to be but sometimes it requires alot of concentration as these Pendleton County children will verify. Upper Tract children (top photo) take their activity more seriously than just "tinkering" around while two Franklin Students (left) attempt to "hit the nail on the head."

Center gets new director

Dr. David A. Puzzuoli, currently vice president and academic dean at Bluefield State College, has been named executive director of the RESA VIII Curriculum Improvement Center, according to a recent announcement by the regional Board of Directors.

Dr. Puzzuoli, who is widely known throughout the eight counties, will assume his new position on July 1.

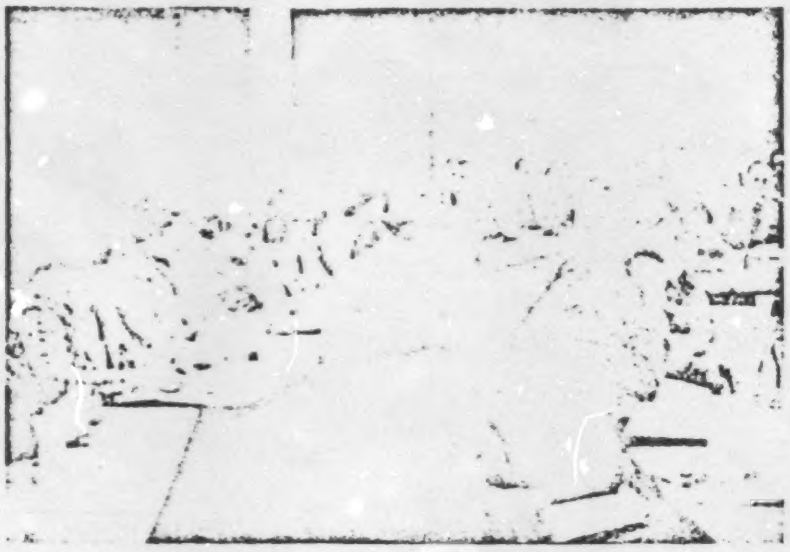
He will succeed Dr. James M. Moler who recently asked to be relieved of the position because of pressing legislative duties and in order to avoid any semblance of conflict of interest. Dr. Moler serves as Jefferson County delegate to the House of Delegates.

The Curriculum Improvement Center serves as the educational laboratory for the eight eastern West Virginia counties and represents some 32,000 students. Programs operated by the Center have focused on early education, career education, adult basic education, special education and teacher inservice education.

Wilcox gets job in community ed

W. A. Wilcox, Jr., formerly director of adult basic education (ABE) for Regional Education Service Agency VIII, was recently appointed coordinator for community education with the West Virginia Department of Education.

While serving as ABE director of the region, Wilcox supervised ABE classes throughout the eight counties and coordinated activities at the four regional learning centers, including the Hampshire County Career Training Center, the Mineral County Vocational-Technical Center, the South Branch Vocational-Technical Center and the James Rumsey Vocational-Technical Center.



Educators from the eight counties of RESA VIII get involved in workshop activities designed to give them a better understanding of learning disabilities.

Model program basis for workshop

The Model Learning Disabilities Systems (MLDS) operating in State College, Pa., served as the basis for a recent regional learning disabilities workshop at Cacapon Lodge.

The workshop was sponsored by the Region VIII Association for Supervision and Curriculum Development and the West Virginia Division of Special Education.

Sessions were conducted by consultants from MLDS, Pennsylvania's Child Service Demonstration Project for children with learning disabilities, supported by the U.S. Office of Education, Bureau of Education for the Handicapped and by Pennsylvania's Department of Education, Department of Special and Compensatory Education.

Consultants included Glenn Foster, co-director of the project; Jim Reese, curriculum specialist; Deb Boeck, in-service specialist; and Carl Schmidt, media specialist.

Morning sessions included workshops for principals and supervisors on the supportive role of the principal in learning disability programs and basic tools for initiating a county learning disability program.

During the afternoon, sessions were conducted on the learning disabled child for participants who did not have learning disability programs in their schools and diagnostics for participants who had a working knowledge of a learning disability program and desired a closer look at screening and assessment techniques used in the Pennsylvania project.

Robert Miller of Mineral County served as moderator and Carol Hollandsworth, special education specialist with RESA VIII, served as coordinator.

Early ed staff to release publications

Three publications are being produced by the early education regional staff of the at-home project, ESEA Title III-306, based on the day-to-day experiences of the staff during the past four years of project operation.

A Manual for Curriculum and Instructional Planning for Early Education in the Home, now being compiled, will contain the organization, staffing patterns, child growth and developmental levels and curriculum resources for planning individualized educational programs for handicapped and nonhandicapped children through four years of age.

The second publication *At-Home Instructional Units* contains 10 units of work centering around such things as self-concept, animals, seasons, community and foods. Each unit gives activities to develop language skills, fine and gross motor skills, social-emotional skills and cognition of the young child.

Pandora's Box: Creative Play Ideas, the third publication, takes some of the simplest materials that are found within the home environment and gives suggestions for turning these into learning materials that will provide vital learning experiences for the young child. This publication is currently available at cost ($7) through the Curriculum Improvement Center.

Educators attend state conference

Many Region VIII educators were involved in a state awareness conference for community education at Pipestem State Park this spring.

The conference entitled "Community Education – Something for Everyone," was sponsored jointly by the West Virginia Department of Education, the Bureau of Vocational, Technical, and Adult Education and the West Virginia College of Graduate Studies.

To familiarize West Virginia educators with the goals, purposes and implementations of the community education concept, conference participants were introduced to on-going programs in several cities including those in Flint, Michigan, and Minneapolis, as well as those in West Virginia.

Although this first conference was directed mainly toward public school people, the State Department of Education plans to involve other agencies and organizations in both the State Advisory Council for Community Education and statewide regional awareness conferences in community education.

Participants included State Department of Education personnel, West Virginia educators and persons from outside the state who were experienced in community education.

Long road pays off

Mrs. Joyce Hardy of Moorefield, a participant in the Career Opportunities Program, spent a lot of time on the road to get her bachelor's degree.

Mrs. Hardy traveled some 49,116 miles during the four years she was enrolled in COP, including trips to night classes at Shepherd College, seminars in Petersburg and extension classes in Moorefield and Romney.

Enrolling in COP in the summer of 1970, Mrs. Hardy attended all summer sessions except one and at least one class every regular semester until she completed her requirements in December of 1974 at Shepherd College. Prior to entering COP, she had attended Potomac State in Keyser and was a Head Start teacher in Hardy County.

Both Mrs. Hardy and her daughter, Mrs. Sharon Weese, received bachelor of arts degrees from Shepherd College at commencement ceremonies this spring.

Union High hosts spring open house

Union High School at Mount Storm held open house May 1 to give the general public a better idea of the ESEA Title III project operating in the school.

Advisory councils conduct meetings to hear about regional activities

Early Childhood Education Advisory Councils have conducted meetings this spring in Pendleton, Grant, Mineral and Hardy Counties and future meetings are being planned for the other four counties.

The Pendleton County meeting involved Carolyn Ruddle, teacher at the Franklin demonstration kindergarten, and Joanne Bruno, child development teacher in the county.

Reports were given at the Grant County meeting by Mary Riley, teacher, and Elizabeth Norton, aide, in the at-home handicapped unit, Donna Beeman of the Child Development staff and Barbara Bergdoll, teacher at the Doreas demonstration center kindergarten.

Those involved in the Mineral County meeting included Lark Growden, teacher at the Limestone demonstration day care center, and Barbara Wilson, teacher in the at-home handicapped unit, and those at the Hardy County meeting included Mary Riley of the at-home handicapped unit and Brenda See of the Child Development Staff.

Demonstration center activities reported to the councils included visitation of all new kindergarten and first grade teachers in the area, seminars with early education and elementary college students to help them better understand working with parents and the special child, organizing of parent and community volunteers into early education programs, parent-group meetings, visits by advisory council members, establishment of a resource file of early education materials for all teachers and encouragement of comprehensive planning for the continuation of the demonstration learning units to be continued through total local support.

The at-home handicapped unit operating in Grant and Hardy Counties is serving some 20 children in the home through weekly visits.

Activities have included keeping in contact with the advisory council concerning "phase out" of the project and formulating a recommended plan for continuation of some facets of the program at the local level, working toward "phase out" by encouraging local agencies and organizations to assume responsibility for programs involving children below five years of age, encouraging local school boards of education to initiate programs for handicapped children under five years of age, disseminating information in regard to the project and completion of *A Manual For Curriculum and Instructional Planning for Early Education in the Home.*

The Child Development teachers have been indentifying, assessing and prescribing a planned program for kindergarten children with learning handicaps to be carried out by the regular classroom teacher, working with Head Start Centers in helping children who have potential learning handicaps and working with families recommended through area welfare departments where "high risk" pre-school children are involved in home conditions that are less than desirable.

The at-home handicapped staff in the Hampshire-Mineral County area and the Child Development staffs in Grant, Hardy and Pendleton Counties have been working in cooperation with area welfare offices in securing participants for the "at-home" approach in working with "high risk" children.

Science fairs put spotlight on youth

Over 1,000 exhibits were displayed at the Region VIII and Berkeley County Science Fairs this spring and selected exhibitors participated in the State Science Fair at West Virginia Wesleyan near Buchanon April 18-20.

Four of the eight eligible counties participated in the Region VIII Science Fair, sponsored by Berkeley County and held at the Martinsburg High School Field House.

Some 168 exhibits were entered by students from Berkeley, Jefferson, Morgan and Mineral Counties with 100 in the senior division and 68 in the junior division.

Gregory Henry of Berkeley Springs High School was named grand prize winner in the senior division and Ted Bernstein of Martinsburg South Junior High captured the junior division honors.

Prior to the regional fair, individual fairs were conducted in nine secondary and five elementary schools in Berkeley County. Some 476 exhibits were shown in the elementary schools and some 426 in the secondary schools.

Three winners in each of 10 categories were selected at each school with the secondary ones participating in the regional fair and the 103 elementary ones exhibited at a special county-wide elementary fair in April at South Junior High School.

Eleanor Shirley served as coordinator on the county level.

May dinner honors COP participants as program closes

Graduates and participants of the Career Opportunities Program were honored at a special dinner Friday, May 2 at the Shepherd College cafeteria.

Over 100 persons attended the affair which not only honored the COP participants, but also served as a thank you to many of those persons who aided the participants while the program was in operation. June 30 will signal the end of the Career Opportunities Program in the region.

During the past five years of operation, 12 persons have received bachelor's degrees and by August, four more will have bachelor's degrees. Some 100 participants have completed their goal, the first step of the career ladder.

Through the concept of COP, ideas have grown to involve student teachers with earlier training in the public school classroom, according to Mrs. Martha Josephs, COP director. This involvement has led to a more meaningful relationship between higher education and the public school system, one of the goals of the program, she said.

Those attending included superintendents from the eight counties of the region, Shepherd College personnel, Curriculum Improvement Center personnel and members of the Career Opportunities Program's advisory council.

Job survey reveals graduates working in home territory

A recent survey of job placement for vocational education students by the State Department of Education shows that an overwhelming number of vocationally trained graduates find work in the state and most of them in the county where they were trained.

The report shows that 12,989 secondary and postsecondary vocational students were graduated in 1974. Of these, only 864 or 7.8 percent were unemployed, significantly lower than the latest available national unemployment figures of 16.9 percent.

Of 5,585 vocational graduates who were placed in fields for which they were trained, 89 percent found work within the state and 71 percent were employed in the county in which they received vocational training.

Health education subject of study

Health education in West Virginia secondary schools will be assessed as a result of a grant received by the State Department of Education.

Dr. Daniel B. Taylor, state superintendent of schools, said the department has received $30,000 from the West Virginia Regional Medical Program at West Virginia University to fund the project entitled "West Virginia School Health Program Development and Education."

The program is designed to determine what is and what is not existing in school health programs throughout the state.

New camp planned in tri-county area

A special tri-county camp for exceptional children in Berkeley, Jefferson and Morgan Counties is projected for June 23 - 27 at Camp Frame in Berkeley County, according to Carol Hollandsworth, regional special education specialist.

This camp is planned in addition to the regional camp for handicapped children held at Camp Pinnacle in Hardy County each year.

Both camps provide many supervised activities for the campers, including swimming and other water sports, athletics, arts and crafts, dramatics, music, dancing and nature and pioneering activities.

For further information, contact Mrs. Hollandsworth at the Curriculum Improvement Center.

ASCD to discuss special education

Members of the Region VIII Association for Supervision and Curriculum Development will conduct their next meeting Tuesday, May 13 at the Clary Street Learning Center in Keyser beginning at 9:30 a.m.

Program for the meeting will concern "Project PUSH: Propulsion for the Pre-School Handicapped" to be presented by Robert Miller, director of special education for Mineral County.

Education Bulletin

Sandra Shepherd.....Editor

Published by RESA VIII
Curriculum Improvement Center,
615 W. King Street
Martinsburg, W. Va. 25401

Career education ideas incorporated into curriculum at secondary level

Secondary school personnel in Berkeley County have been developing their own unique approaches to career education through materials supplied by the Curriculum Improvement Center and social studies curriculum guides adopted several years ago by the schools.

This year the operation of the program, which concentrates on the ninth grade level, has been possible by the sharing and rotating of materials from each of the secondary schools and the CIC.

Dwight Daugherty and Beverly Coffman of Musselman High also used materials from the West Virginia State Department of Education Media Center to expose seventh grade level students to career education by using a multidisciplinary team approach involving Mary Burkhart, English teacher, Jack Favre, art teacher, and Clarence Helmick, science teacher, Roxena Frye, school guidance counselor, coordinated the efforts.

At Martinsburg North Junior High, the program has been coordinated by Ellen Forestandi, guidance counselor, and Curtis McKee of the social studies department. Beatrice Noll and Paul Zwior worked with McKee to implement the program in the classroom.

The General Aptitude Test Battery (GATB) was administered to all ninth grade students and used in conjunction with an interest survey and the West Virginia State-County Testing Program results to give each child a composite picture of himself as related to the world of work.

Formal class instruction has been augmented by extensive use of community resource people, games, kits, filmstrips and films to present a well-rounded exposure to all ninth grade students. During the year, James Myers has instituted career education exploration at the eighth grade level.

At Hedgesville High, Walter Duke has implemented a program using materials from the CIC, the adopted social studies text and the State Department of Education Media Center.

The approach at Martinsburg South Junior High has been unique in that social studies responsibilities have been divided between Harriet Kopp covering the general curriculum and Robert Cribbs emphasizing the supplementary material such as economics and careers.

Each time block of two hours per day for one semester has provided the students with a variety of instructors and a more indepth approach to most components in the curriculum.

Prior to initiating the instructional program, the GATB was administered to the students with the results in combination with other testing scores presented to the students individually so they could see the relationship between their aptitudes, abilities and achievements and their future occupational plans. Barbara Lewis served as coordinator.

Salary scale set

A new measure adopted by the State Legislature recently provides a basic salary scale for school service personnel, effective July 1.

The Legislature appropriated $8.2 million in support of the measure, a goal of service personnel for several years.

Conference focuses on resource file

Regional early education personnel and teachers met April 23-25 at Cacapon Lodge for a work conference to compile a curriculum resource file for the kindergartens within the region.

Those involved in the work conference were the five regional demonstration center teachers, three members of the regional curriculum committee, Dr. Lanore Sogard, Jean Benish and Barbara Clay from the State Department of Education, three members of the early education staff of the Curriculum Improvement Center and a participant from each of the three counties when there was no demonstration learning unit.

The resource file is being compiled at the recommendation of the Region VIII Planning Council and will contain units on language arts, math, science, social studies, creative arts and perceptual motor skills recorded on 5 x 8 file cards.

Each of the eight counties in the region have contributed activities which the early education teachers have used within their classrooms.

The demonstration centers are funded by the Appalachian Regional Commission and sponsored jointly by the Governor's Office of Federal-State Relations and the West Virginia State Department of Education.

CURRICULUM IMPROVEMENT CENTER – RESA · VIII
615 W. KING STREET, MARTINSBURG, W.VA. 25401 304-263-8948

TO:

FROM: JoAnn Richards, Director
Early Education, Region VIII GR.

DATE:

SUBJECT: Early Childhood Education
At Home Project
Title III E.S.E.A. Section #306

Enclosed are materials in regard to the Early Education At Home Project. Presently we are in the process of compiling A Manual For Curriculum and Instructional Planning For Early Education In The Home, designed to help professionals, paraprofessionals and volunteers work with children (ages 2-4 years) learn to learn in the home environment. This material will be available after December, 1974 for a minimal cost.

If you are interested in these materials, please direct your communications to:

Mrs. JoAnn Richards, Director
Early Childhood Education At Home Project
R.E.S.A. - VIII
615 West King Street
Martinsburg, West Virginia 25401

Enclosures
JAR:mh

EARLY CHILDHOOD EDUCATION AT HOME

R. E. S. A. VIII

WEST VIRGINIA

NAME OF PROJECT

Early Childhood Education At Home

MAJOR AREA OF CONCERN

To evidence the effectiveness of home preschool education of handicapped and nonhandicapped children in an Appalachian State.

PROJECT DIRECTOR'S NAME

Mary JoAnn Richards

ADDRESS AND TELEPHONE NUMBER

Curriculum Improvement Center
615 West King Street
Martinsburg, West Virginia 25401
1 - 304 - 263-8948

FISCAL AGENT

James C. Smith, Superintendent
Berkeley County Board of Education
401 South Queen Street
Martinsburg, West Virginia 125401

I. ABSTRACT

THE EARLY CHILDHOOD AT HOME PROJECT IS DESIGNED TO OVERCOME ACUTE ECONOMIC, CULTURAL AND EDUCATIONAL PROBLEMS OF CHILDREN IN REGION VIII OF WEST VIRGINIA. THE COUNTIES IN REGION VIII ARE IN THE HEART OF APPALACHIA WHERE LOCAL RESOURCES ARE EXHAUSTED LEAVING MINIMAL SERVICES TO NON-HANDICAPPED CHILDREN. THIS PROGRAM PROVIDES SERVICES TO PRESCHOOL AND HANDICAPPED CHILDREN. A TEACHER AND A PARAPROFESSIONAL FORM A TEAM WHICH WORKS IN THE HOME. THERE ARE FOUR TEAMS. TWO OF THE TEAMS INSTRUCT HANDICAPPED CHILDREN AND TWO INSTRUCT NON-HANDICAPPED CHILDREN IN HOMES OF BABY SITTERS. THE TWO TEAMS INSTRUCTING HANDICAPPED CHILDREN WORK WITH THE CHILD AND PARENT IN DEVELOPING AN INDIVIDUALIZED PROGRAM TO MEET THE CHILD'S EDUCATIONAL AND THERAPUTIC NEEDS. EACH TEAM SERVICES APPROXIMATELY TWENTY HANDICAPPED CHILDREN. THE REMAINING TWO TEAMS INVOLVE NON-HANDICAPPED PRESCHOOL AGE CHILDREN BEING CARED FOR IN THE HOME OF A BABY SITTER. THEY WORK WITH 33 BABY SITTERS AND 75 CHILDREN. THE OBJECTIVES OF THE INSTRUCTION ARE COGNITIVE AND AFFECTIVE DEVELOPMENT OF THE CHILD. THE PROGRAM INVOLVES THE PARENTS AND THE BABYSITTERS IN THE EDUCATION OF THE CHILD. THE TEAM MAKES A MINIMUM OF ONE VISIT PER WEEK TO THE CHILD'S HOME TO WORK WITH THE CHILD IN THE PRESENCE OF THE PARENT OR BABY SITTER. THE PARENT OR BABY SITTER CONDUCTS PRESCRIBED ACTIVITIES WITH THE CHILD UNTIL THE NEXT VISIT. ALSO, A CHILD SERVICES SPECIALIST WORKS WITH THE TEAM IN SECURING SPECIAL SERVICES FOR CHILDREN WHEN THOSE ARE IDENTIFIED. HE SECURES ASSISTANCE FROM SUCH AGENCIES AS HEALTH, MENTAL HEALTH, AND WELFARE. SUBSTANTIAL EVIDENCE IS AVAILABLE THAT AN "AT HOME" APPROACH TO EARLY EDUCATION IS EFFECTIVE WHEN PARENTS ARE DIRECTLY INVOLVED IN THE EDUCATION OF THEIR CHILDREN IN THEIR NATURAL ENVIRONMENT. PARENTAL INVOLVEMENT IN THE EDUCATIONAL PROCESS OF HANDICAPPED CHILDREN HAS CHANGED PARENTAL AND COMMUNITY ATTITUDES TOWARDS EDUCATIONAL LIMITATIONS AFFECTING CHILDREN. THIS PROJECT HAS IMPLICATIONS FOR REPLICATION INTO VARIOUS SEGMENTS OF QUALITY PRESCHOOL PROGRAMS WITHIN THE STATE AND NATION.

A. Project Period Dates

July 1971 through June 1975

B. Funding Amounts

1.	Planning Grant	None
2.	1st Operational Year 71-72	$ 72,000 Title III Sec. 306 $ 15,000 ARC
3.	2nd Operational Year 72-73	$130,000 Title III Sec. 306
4.	3rd Operational Year 73-74	$114,000 Title III Sec. 306
5.	4th Operational Year 74-75	$ 36,000 Title III Sec. 306

C. Target Population

1. Geographically Region VIII consists of eight eastern counties of West Virginia, namely, Jefferson, Berkeley, Morgan, Hampshire, Mineral, Hardy, Grant and Pendleton Counties.
The target area includes 120,600 persons that inhabit 3,490 square miles of mountainous terrain with a population density of approximately 35 persons per square mile. Characteristically, 79.5% of the population dwell for the most part in non-farming rural hamlets or villages.

2. The participating population is that of forty handicapped preschool children and their parents in two geographical clusters with one in Jefferson and Berkeley Counties and the second in Grant, Hardy and Pendleton Counties. Also approximately seventy-five non-handicapped preschoolers and the Baby sitters (35) are located in one unit in western Berkeley and Morgan Counties and the second unit in Jefferson and Berkeley Counties.

3. The age groups served are ages two through five years in the Handicapped Units and ages two through five years in the two Baby sitter unit.

D. Description

1. Project Concept

The Early Childhood Education At Home Project is designed to overcome acute economic, cultural and educational problems of children in Region VIII of West Virginia. Local resources have been exhausted in providing minimal services to non-handicapped children and services to preschool and handicapped children have been almost non-existent. This project is an attempt to demonstrate that Early Childhood Education can be conducted

in the home for handicapped and non-handicapped preschool children which directly involves the parents in the education of their children in their natural environment. The preschool years are the crucial years of development for the child and intervention in a rural isolated area for preschool children is vital.

2. Project Objectives

Children

(1) Show significant improvement in attitude toward self.
(2) Show significant gain in intellectual abilities.
(3) Show significant improvement in facets of adjustment as measured by the Child Behavior Rating Scale.
(4) Demonstrate significant social development.

Parents

(1) Acceptance of the early childhood education project by parents of both non-handicapped and handicapped children.
(2) Significantly greater parental involvement in planning and carrying out activities for children under their guidance.
(3) Improved understanding of the role of the parent in the education of the child.
(4) Improved understanding of the development of the child.
(5) Improved understanding and acceptance of handicaps of the child.

Materials

(1) Materials currently available will have been located and reviewed by the staff for use with children.
(2) Areas of need will have been recognized and established for materials acquisition and/or development.
(3) Materials will have been evaluated in the home environment.
(4) A compilation of curriculum plans will exist at the end of the year.

3. Activities to Achieve Objectives

A. Handicapped - At Home

Two teams are to be utilized to identify and treat handicapped children (ages 2-5) in the home. The type of handicap treated will include trainable, educable, physically handicapped and emotionally disturbed. The team will work with the child in the areas of cognitive, affective, and psycho-motor activities. The team will also work with the parents to help them become effective participants in their child's education and therapy. Each team will be responsible for developing an individualized program for twenty (40) handicapped children and their parents.

B. Non-Handicapped with Baby Sitters

Two teacher-paraprofessional teams will be utilized to work with non-handicapped preschool age children who are being cared for outside their home by a non-certified baby sitter. Each team will be responsible for working with twenty baby sitters and their charges. Activities include not only cognitive and affective development of the children but also to change the baby sitter's role from a custodial to an educational one.

C. Seminars for Parents and/or Babysitters

Specific training will be given to parents of handicapped children by having meetings to discuss child development and educational techniques to be utilized by the parents with their children. Getting parents of handicapped children will be designed to lead to attitudinal change toward limiting conditions of special children.

D. Materials

Materials will be evaluated by the major concepts their objectives, skills, activities, age group, and cross-referenced for versatility for utilization of materials.

4. Evaluation Strategy

The purpose of the evaluation design is to determine to what extent the objectives of each component and the entire project have been achieved. The contracted services of Educational Research and Development Associates, (ERANDA) West Chester, Pennsylvania are being utilized for program evaluations. They are responsible for the following:

(1) Evaluation design
(2) Instrument Selection and Development
(3) Training of Testers and Data Gathers
(4) Statistical Analysis and Interpretation
(5) Technical Report to Project Director
(6) Non-Technical Report to Project Director
(7) Involve Staff and Advisory Council in Evaluation
(8) Expanding Evaluation Design to Include Unique Objectives

II. EXPORTABILITY

A. Introduction

The project is exportable. With the mandate in Special Education by 1974-75 in serving all children ages three through twenty-three through State appropriations this increases the feasibility of replication of the "at home" approach for preschool handicapped children within the State. Also programs for younger children being emphasized nationally through Child Development Programs could utilize the "at home" approach with Baby sitters. Any portions of the project could be replicated without destroying its effectiveness.

B. Context of Program

1. The School System. The participants in the Early Childhood Education At Home Project are situated in four locations within an eight county area with two geographical cluster areas of handicapped children and two geographical cluster areas of Baby sitters. Approximately 115 children and 75 parents and/ or baby sitters are included as participants within the program. Presently preschool programs for children below age five or programs for handicapped children are non-existant with West Virginia. In a rural area where transportation is expensive for center activities the "at home" approach for early education is effective.

2. Special Factors for Consideration

Any portion of the project could be replicated in part or in its entirety. The "at home" approach could be replicated in a low density rural area.

C. Program Description

1. Scope. The Early Childhood Education At Home Project has two major thrusts - one working with preschool handicapped children and their parents in the home and a preschool thrust for non-handicapped children in the care of a babysitter. A teacher and a paraprofessional form a team which works in the home. There are four teams - two teams for the handicapped learning units and two teams for the baby sitter learning units.

The objectives of the instructive for the children are cognitive, affective and psycho-motor development of the child. The program involves the Parents and baby sitters in the education of the child in the child's natural environment.

2. Activities The team makes a minimum of one visit per week to the child's home to work with the child in the presence of the parent and/or babysitter. The parent or baby sitter conducts prescribed activities with the child until the next weekly visit. Toys, games, and materials are left with the babysitter along with an educational agenda to be followed until the next visit.

Seminars and training sessions are held periodically for parents of the handicapped where parents are instructed in the techniques of working with specific children. Also a series of work-type seminars will be held for the baby sitters to expand their knowledge of child development and methods and techniques to be utilized with young children.

A Child Services Specialist assists in the diagnosis of learning impairments and assumes responsibility for getting the child to existant remedial service agencies.

3. Preservice and Inservice Training

Pre-service training is required for a complete understanding of the operation of the learning units by all personnel before the program is to go into operation. Periodically in-service training is offered that is scheduled according to the assessment of need. Innovative techniques, ideas, and research are presented to the staff as a portion of the staff development component.

4. Facilities

No special facilities are required for the program except for space to store materials and for a small office on location for the professional and paraprofessional. The instructional component is conducted in the child's or baby sitters home. Community facilities can be utilized for seminars and meetings.

5. Materials and Equipment

A minimal amount of materials is required to replicate any portion of the project. Some specialized materials are utilized in the Handicapped Units but need not be beyond the resources of any L.E.A. No special equipment is needed for replication. Many of the materials utilized could be made through the ingenuity of the personnel. Regular early education materials such as puzzles, blocks, clay, cut materials etc. could be used from the regular program for five year olds in the LEA's.

6. Project Budget

First Operational Year: 1971-72

$72,000 Title III Section #306

$15,000 A.R.C.

Second Operational Year: 1972-73

$130,000 Title III Section #306

Third Operational Year: 1973-74

$114,000 Title III Section #306

Fourth Operational Year: 1974-75

$36,000 Title III Section #306

D. Cost Effectiveness Analysis

1. Developmental Costs

No planning grant was requested. With minimal cost the Region VIII Curriculum Improvement Center staff, with Technical Assistance from ERANDA, drafted the proposal for project operation. Technical Assistance was a part of the $72,000 operational grant.

2. Operational Cost after Installation

The major cost is the salary of professional and para-professional, travel and materials. Administrative costs could be absorbed into the LEA in operation of any portion of the "at home" program.

E. Evaluation

1. Strategy

(See Section I D4 on page 6)
Evaluation report available through the office of the Project Director.

2. Visitation

On-site evaluations are conducted by ERANDA two days per month throughout the operational phase of the program with reports submitted for the implementation of the project, interims and final evaluation. The West Virginia E.S.E.A. Title III and State Department of Education also conduct an on-site evaluation of the project at the end of each operational year.

3. Unanticipated outcomes (spin off) which significantly and positively affect participant performance.

A. Parent Involvement

Parents have become aware of services for handicapped children and now are surveying the area for the prospect of getting their child into school when the child becomes school age. Parents are requesting of the LEA's that all children be provided for in the schools even those with handicapping conditions, through public support of special education into the school programs.

B. Babysitter Training

Assistance to local school systems, Head Start personnel, and Day Care personnel, has provided expertise, materials, methods, and techniques in working with young children.

C. Other Programs

This project has been surveyed by the State Department of Education and similar programs were replicated for Handicapped preschool children through the Governor's Interagency Council for Child Development Services.

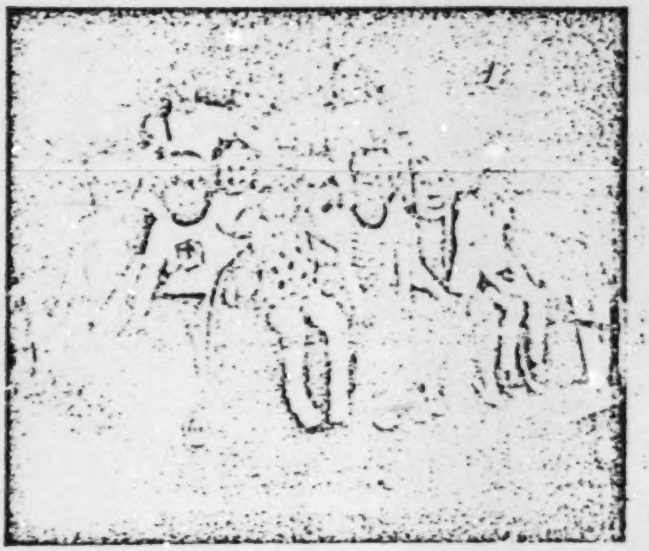
We have had requests for information in regard to this project from all over the nation (30 states). A group from Big Stone Gap, Virginia spent time with us in learning about the Handicapped Unit in order to replicate it under ARC funding.

D. Interagency Cooperation

We have had the excellent cooperation of all agencies including Health, Mental Health, Welfare and Education, working in concerted efforts for the child and his family.

Morgan Messenger
6/4/75

Children Enjoy Picnic



MORGAN COUNTY CHILDREN in the Early Childhood Education At-Home Project of the Curriculum Improvement Center enjoy an outing at the Hancock Park recently. The event was a final activity for the program which is now completing the fourth and final year of operation.

Fourteen Morgan County children recently enjoyed a picnic at the Hancock Park as a final activity for those preschool children enrolled in the Early Childhood Education At-Home Project of the Curriculum Improvement Center.

The project, funded by Title III, Section 306 of the Elementary and Secondary Education Act, is closing out the fourth and final year of operation.

The Retired Senior Volunteer Program (RSVP), Commission on Aging, Morgan County donated the use of their minibus to transport the children to the park.

The Morgan County Board of Education and the CIC have been working together in the project, offering center day activities once each week for some 28 children in space provided by the Trinity United Methodist Church.

Planned activities, conducted by Kitty Hawk and Vicky Hilton of the Early Education At-Home staff, emphasized the social, self-help, physical, language and intellectual development of the preschool child. Parent participation and involvement was encouraged.

Originally center day activities were scheduled only for those children enrolled in the at-home program, but as space became available, other community children were encouraged to participate.

Children in the program were visited once each week in their home by Kitty Hawk who offered developmental learning activities for the preschool child and involved the parent or babysitter in becoming a more effective facilitator for the child's learning.

CURRICULUM IMPROVEMENT CENTER – RESA · VIII
615 W. KING STREET, MARTINSBURG, W.VA. 25401 304-263-8948

FROM Sandra Shepherd

FOR IMMEDIATE RELEASE

Some 60 children from Berkeley, Morgan and Jefferson Counties who are enrolled in the at-home project of the Curriculum Improvement Center enjoyed a field trip to the Martinsburg Pizza Hut recently where they learned about making pizza on a commercial scale and participated in a special party.

Mrs. Janice Wernick, volunteer coordinator for the Department of Welfare, worked with Terry Wernick, manager of the establishment, and Mrs. Carol Russler of the at-home staff in arranging the visits.

The children were taken on the field trip in three different groups, each on a different day. They saw how the dough was prepared in a commercial mixer and rolled into shape by a special machine.

Each child received a small pizza with the topping of his choice, along with potato chips, cokes and party favors.

Marva Barron, Kevin Bush, Mary Eideness and Susan Ingram assisted with the party.

The at-home project is funded through the United States Office of Education by Title III of the Elementary and Secondary Education Act.

May 2, 1975

CIC Conducts At-Home Instruction Program

Baking a cake may be as simple as reading a recipe for most people, but not so for Alice Engle —she never learned to read.

Alice, a young housewife who lives with her husband and six children in the rural area of southern Jefferson County, is learning to read with the help of staff membrs from the at-home program of the Curriculum Improvement Center.

Janet Tritapoe, the professional on the staff, said she first learned about the family at a local early education conference. She said their initial idea was to work with the three preschool children through the at-home program designed to provide experiences for children two through five years of age.

"While working with the children on a unit about nutrition," Janet said, "Alice asked for some advice on baking." "We talked for awhile and eventually discovered that Alice did not know how to read," she added.

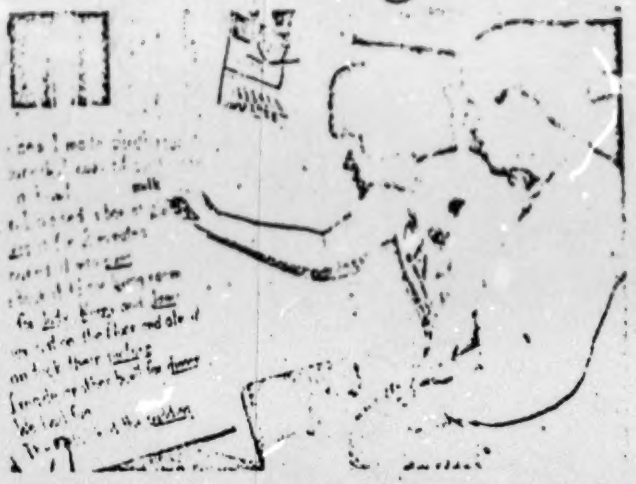
Since they were already working in the home, the staff decided that they could help the children nutritionally by teaching the mother to read recipies.

Each week two staff members visit the home for about two hours. One works with the children in a specially formulated approach using toys, games and other materials, while the other works with the mother in preparing a special "treat." The treat is made from a recipe usually printed on a large tablet with certain words emphasized to help Alice recognize them.

When the cooking-reading lesson and the preschool lessons are finished, the children get to share in the snack. Janet said the children are in the process of completing immunizations while participating in the program. The staff members are able to see the children are transported to the local health department at the designated times.

The at-home program is serving some 90 handicapped and non-handicapped children in five of the Eastern Panhandle counties.

The project is funded through the United States Office of Education by Title III, Section 306 of the Elementary and Secondary Education Act.



Alice Engle (right), of near Rippon, reviews a recipe with Janet Tritapoe, professional staff member, with the at-home program of the Curriculum Improvement Center. Alice is learning to read with the help of CIC staff members who are also working with the preschool children in the home.

101

86

WED., NOV. 6, 1974 The Martinsburg Journal 9

CurriculumImprovement Center Aides Children

Holly Sisk, daughter of Mr. and Mrs. Allen Sisk of Route 1, Kearneysville, gets a little assistance from Mrs. Janet Tritapoe, teacher in the at-home program of the Curriculum Improvement Center. Holly is one of some 90 children in eastern West Virginia participating in the program funded by the Elementary and Secondary Education Act.

Spirit of Jefferson
Nov. 7, 1984

County Chrildren Participating in Early Education At Home Program

Jefferson County children participating in the early education at-home program of the Curriculum Improvement Center enjoy center day activities at the Leetown Baptist Church. Left to right are Nikki Thompson, Melissa Wright, Missi Simpson and Rodney "Dubbie" Branson, all of Shepherdstown.